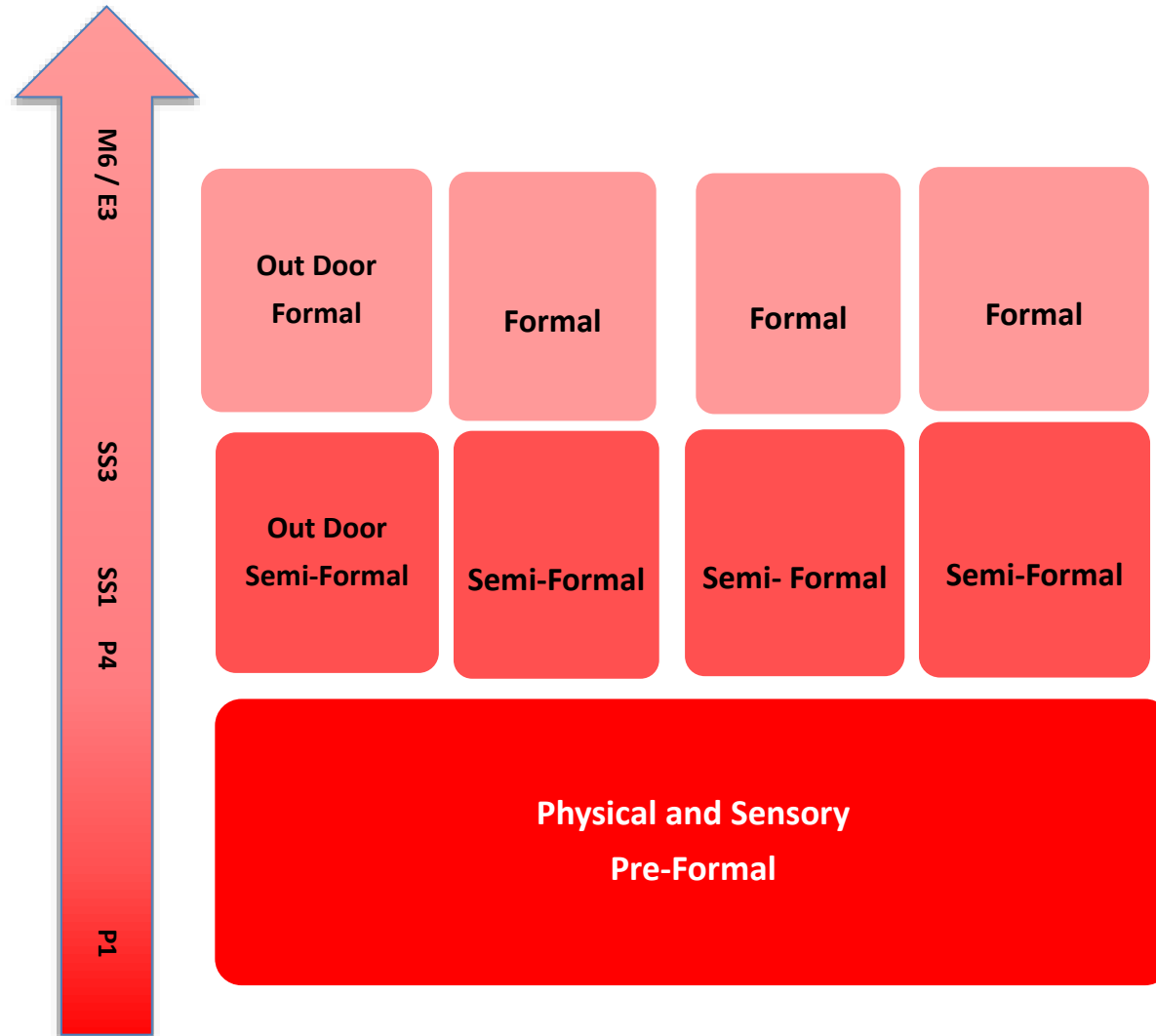


Curriculum Areas at St Giles

Physical and Sensory



Physical and Sensory

Formal Curriculum

Intent - What are we trying to achieve through our curriculum?

The Physical and Sensory Formal Pathway curriculum;

- Is primarily accessible to those young people in the school with Moderate Learning Difficulties (MLD.)
- Is interconnected to encourage the transference of skills and knowledge across the learning pathway, aiming to embed physical, mental and sensory wellbeing across the whole curriculum.
- Aims to provide opportunities for pupils to become physically confident.
- Aims to enable learners to work towards to excelling in a broad range of physical activities.
- Aims to provide opportunities for MLD learners to be physically active in PE, swimming and play .
- Ensures learners have opportunities to engage in competitive sports and activities if it is appropriate for them to do so .
- Incorporates a planned programme of objectives, content, learning experiences, resources and assessment adapted from the National Curriculum 2014.
- Recognises that some of our learners may not be physically able to take an active role in all physical activities without full support, but that they should be involved in choice and decision making about the process;
- Acknowledges that play is important both for physical, emotional and sensory development and should be introduced to MLD learners of all ages
- Recognises that the curriculum must be personalised and individualised using specialised teaching approaches to provide motivating and engaging learning opportunities.
- Aims to be accessible to all learners as part of a bespoke provision of supported access and personalised approaches through collaboration with a range of other professionals e.g. Physio input in supporting learners to access appropriate activities in the swimming pool
- Acknowledges the need to balance a learner's therapeutic / medical needs, alongside the promotion of independent activity and physical participation
- Acknowledges that learners with MLD who have a limited range of physical movement (e.g. those affected by cerebral palsy for example) can get very tired when taking part in physical activity.
- recognises the equal importance of improving self-confidence, self-esteem and developing specific skills (like holding a bat or passing a ball) through the formal PE Curriculum.
- Recognises that an important aim of the formal physical and sensory curriculum is to maximise opportunities for functional movement, whenever and wherever possible, continually throughout each day.

- Recognises that some MLD learners will need to be prepared for and recognise the physical changes that occur with physical activity e.g. reflecting on how we feel before, during and after exercise with regards to heart rate, breathing, how hot we are and how sweaty we are.
- Recognises that for health benefits, physical activity should be of moderate or vigorous intensity that is suitable for each individual.
- Recognises that staff, families, therapists and advocates need to support learners to select and adopt healthy options and where possible physical movement (assisted where necessary) to maintain a healthy lifestyle.

Aims;

My Physical Wellbeing

Posture

- We aim to work closely with learners' physiotherapists to understand their postural needs,
- We aim to give learners the opportunities to have regular positional changes throughout the day,
- We aim to be sympathetic to the experiences, feelings and emotions of the learner, follow guidance from therapists closely and try to make positional changes and use of equipment like standing frames as fun as possible,
- We aim to ensure that the body postures of learners with gross motor disabilities remain symmetric,
- We aim to enable learners who require weight bearing activities sufficient opportunities to do this.

Massage

- We aim to provide opportunities for learners to carry out massage on their peers. This will be led by the teacher, asking permission every time. It brings calm, focus, and friendliness.
- We aim to include opportunities for massage to be carried out to music which promotes the development of different senses and rhythms of movement.

Yoga

- We aim to respect learners personal space and request consent prior to any Yoga experience by recognising their personalised communication methods
- We aim to support the learners with a range of Yoga movements to strengthen anatomical and neurological structures, balance and the nervous system
- We aim to be sensitive to the communication of the learner during yoga, giving learners the maximum opportunity to develop peace

My play and leisure

Hand / eye coordination and fine motor control

- We aim to ensure fine motor control is not only taught in isolation for some learners with MLD but worked on through activities that are engaging and motivating to the learner e.g. manipulating objects through gardening and cooking.
- We aim to give some learners with MLD opportunities to develop hand / eye coordination through learning skills such as rolling, throwing, catching and kicking balls both in PE lessons, class activities and outdoor play.
- We aim to give some learners with MLD opportunities to develop fine motor coordination through learning skills such as stacking, posting and sorting, threading both in PE lessons and class activities.

Gross motor control

- We aim to give some learners with MLD opportunities to develop gross motor control through learning skills such as crawling, climbing, balancing and kicking both in PE lessons, gross motor skills circuits and outdoor play.
- We aim to give some learners with MLD the opportunity to take part in a weekly gross motor circuit to develop and refine the fundamental movements of stepping, core balance, crawling and jumping using large soft play equipment.
- We aim to teach some MLD learners to use gross motor equipment independently remembering that the long-term aim of any physical activity taught is for the activity to be carried on into adulthood.

Play

- We aim to give MLD learners opportunities to actively participate in a range of playground, classroom and indoor hall games e.g.
 - Sand and water play
 - Play dough
 - Dressing up and role play
 - Doll and character play (small world)
 - Blocks, jigsaws and shape sorters
 - Threading activities e.g. pasta, buttons, cotton reels
 - Board games

- We aim to provide outdoor play activities that help develop gross motor skills such as parachutes to crawl under, tunnels to crawl through, slides, climbing frames, soft play equipment, trikes and bikes.

Swimming

- We aim to promote physical movement (assisted where necessary)
- We aim to ensure all learners have their dignity protected when changing for swimming.
- We aim to provide resistive muscle activity which improves body awareness
- We aim to help develop gross motor skills by movement in the water, the development of muscle tone, coordination and balance.
- We aim to help develop fine motor skills with the use of pool toys, floats and games.
- We aim to enrich water confidence, improve attention, give instructions and use repetition for familiarity.
- We aim to promote social interaction, group work and self-esteem to develop confidence.
- We aim to give an awareness of the importance of water safety and the consequences that can happen when not enough care is taken around water.
- We aim to develop better spacial awareness as learners use reference points and explore water.
- We aim to give a basic awareness of water testing and chemicals used in the pool water.
- We aim to make physical activity in the form of swimming fun.
- We aim to provide opportunities for some MLD learners to complete work experience in the pool doing roles such as: teaching, water testing, pool maintenance and washing.

Formal competitive games activities

- We aim to give learners experiences of competition in physical activities in Sports Days events, Physical challenge days.
- We aim to give some MLD learners experiences of Personal Best competitions in PE in a range of activities e.g. Target games, Athletics and Panathlon events.
- We aim to give some learners with MLD experiences of competing in PE activities in a team against others in their class or other classes e.g. Boccia, Table cricket, Super 6 challenge.
- We aim to give some learners with MLD experiences of competing against other schools and teams outside of the school environment e.g. Athletics, Boccia, Panathlon, swimming galas.

My creative movement

Movement to music / Dance

- We recognise that movement and dance can reduce anxiety, increase confidence, self-esteem and can be used as a vehicle for team work, integration and awareness of self and others.
- We aim not to confine our understanding of dance to movement that the able bodied can do e.g. learners in wheelchairs may respond to rhythmic music when out of their chairs on a resonance board.
- We aim to allow learners to express themselves through movement to music through whole body movement or facilitated by staff for learners in wheelchairs who may respond to rhythmic music creating a movement dialogue.
- We aim to provide opportunities for MLD learners to take part in dance lessons and through using a range of stimuli create small dances pieces individually, pairs and small groups.
- We aim to provide opportunities for some MLD learners to take part in performances to showcase their work.

Write dance

- We aim to use Write Dance to provide movement opportunities so learners can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music and the underlying principle is enjoyment to build confidence.
- We aim to adapt Write Dance so it is appropriate to the Learners in our school and use songs and tools that are motivating and engaging to the learners.
- We aim to provide a clear structure for each session enabling learners to be independent in their engagement.
- We aim to provide opportunities for the learners to take the lead in sections of write dance, i.e. choosing what tools they want to use, choosing what material they want to mark make in.

My Sensory Awareness & Needs

Sensory Integration

- Sensory integration is about how the brain receives and processes sensory information so that we can 'make sense' of the world around us. Our senses include seeing, hearing, tasting, smelling, the sense of touch, proprioception, vestibular and interoception. Many of our learners struggle with their sensory integration.
- We aim to ensure that each learners sensory integration therapy 'toolkit' is personalised with items that aid their sensory integration.
- We aim to ensure that learners can independently access their sensory integration therapy 'toolkit' so they can become independent in regulating their need.
- We aim to provide appropriate sensory integration techniques and opportunities for learners with a sensory processing disorder.
- We aim to work closely with learners and OT's to understand and deliver sensory diets and programmes.
- We recognise that some Sensory seekers tend to be very active learners, who are on the go. They often respond positively to very intense forms of sensory stimulation and look for ways to move, jump, fall, crash, kick, push, etc. We aim to create ways to incorporate these needs into safe and fun activities that provide the desired intensity may allow the learner to come to a calm and focused place.
- We recognise that learners who are sensitive to certain sensations (sounds, lights, smells) may like activities that provide intense deep pressure to the skin, resistance to the muscles, and input to the joints to help calm them.

Sensory Circuits

- We aim to provide Sensory circuits for some learners who are sensory seekers as part of their daily routine. These circuits provide organised movement breaks. These circuits involve 3 sections of Alerting, Organising and Calming.

Sensory Calendar

- We aim to respect learners personal space and request consent prior to any sensory calendar experience by recognising their personalised communication methods.
- We aim to use the Sensory Calendar to develop MLD learner's communication and body awareness through combining their sense of touch, smell and music through social interaction. Each day has a different song which allows learners to recognise the day and develop their body awareness and rhythms of different types of songs e.g. classical day to be calm and still and chart music day to be more upbeat and more physical movement.
- We aim to deliver the planned session in an emotionally safe environment, clear of other sensory interferences.

Multi-sensory Environments

- We aim to provide appropriate, planned activities for learners with MLD in dedicated multi-sensory environments where the amount of sensory stimulation can be controlled e.g. visual tracking work, noticing stimuli and as a base for delivering some activities for working on and with senses.

Sensory rooms

- We aim to provide appropriate physical and sensory activities in the sensory rooms according to MLD learners needs. These activities include opportunities to explore and use their senses, to explore and use sensory materials and to use and develop their physical skills. To promote joint engagement with physical activities and massage and dance movements.

Activities for working on and with senses

- We aim to provide appropriate **sensory stories** that offer learners opportunities for repetition within the story and of the story – with appropriate extension activities. Learners should participate as much as possible with opportunities to explore the props and have an interactive relationship with them. Staff should act as ‘secondary’ storytellers – repeating the lines on a one-to one basis.
- We aim to provide appropriate **sensory stories** that offer learners opportunities for repetition within the story and of the story – the same story should be repeated for at least half a term. Learners should participate as much as possible with opportunities to explore the props and have an interactive relationship with them. Staff should act as ‘secondary’ storytellers – repeating the lines on a one-to one basis.
- We aim to provide learners with **Individualised Sensory Environments** e.g. tray of objects that a learner can experience through their senses e.g. touch, scent, taste.
- We aim to provide our learners with opportunities to take part in **sensory cookery** to access a variety of sensory exploration and experiences. This is process based teaching and learning rather than product (skills) based teaching and learning.
- We aim to provide learners with opportunities to take part in sensory and interactive art to access a variety of sensory exploration and experiences.
- We aim to provide appropriate physical and sensory activities in the sensory rooms according to the learners’ needs. These activities include opportunities to explore and use their senses, to explore and use sensory materials and to use and develop their physical skills.
- We aim to utilise our sensory rooms in the best possible ways and some of the activities include TACPAC sessions, massage, sensory stories and carrying out the learners’ physio program

My Outdoor School Learning:

Outdoor Learning

- We aim to plan activities in outdoor multi-sensory environments that give opportunities to develop eye / hand coordination and fine motor control and where appropriate gross motor activities.
- We aim to plan activities outdoors that can provide vestibular and proprioception stimulation through the use of accessible bikes and sensory playground equipment, e.g. Wheelchair swing.
- We aim to provide opportunities for some Learners with MLD to access gross motor play equipment such as climbing equipment, slides, trikes, bikes and scooters to develop functional movement and refine gross motor skills.
- We aim to provide opportunities for some learners to play outside and be involved in Mud kitchen play activities. These can promote sensory play and fine motor skills development through using utensils such as spoons and spatulas. Participating in mud kitchens play can help to develop the muscles in the hands to supports fine motor skill development, activities such as mixing and stirring and also boosts hand-eye coordination.
- We aim to provide opportunities for some learners to take part in orienteering activities in PE lessons. These can develop directional language understanding and give learners opportunities to explore their outdoor environment whilst trying to problem solve.
- We aim to provide adapted Forest schools activities which give learners the freedom to explore, play, build, create. imagine and use their senses to experience the outdoor environment and engage with one another.

Gardening

- We aim to provide opportunities for some MLD learners to take part in indoor and outdoor gardening activities. These can give learners the time to play and explore in the soil incorporating play and gross motor skills.
- We aim to provide opportunities for some MLD learners to take part in gardening activities that build endurance and hand dexterity e.g. digging, sieving, planting and picking.
- We aim to provide opportunities for some MLD learners to take part in gardening activities that works their muscles through bending, pulling, stretching, and some light lifting. This can help strengthen muscles and improve coordination, motor skills, balance, and endurance.
- We aim to provide opportunities for some MLD learners with sensory difficulties to take part in indoor and outdoor gardening activities that can help them to explore their senses in a positive way: seeing a variety of plants, hearing leaves rustle, touching soil, or smelling flowers.

My independence

- We aim to facilitate opportunities for learners to be independent in their activities.
- - cooking – students are given the choice to select appropriate tools to be able to complete stages or sequences of cooking, for example wooden spoons to stir the mixture, potato mashers to mash bananas.
- -art – students are given the choice to select appropriate tools to be able to complete stages or sequences of their creation, for example choosing from things including utensils, fly squatters, mops and brooms to make their marks.
- -swimming – students are encouraged to undress themselves and put their belongings in a basket in preparation for the lesson and help to get dry and dressed once the session has finished.
- We aim to provide opportunities for learners to experience sleeping away from home. This would be a sleepover at the school in Middle School and 'School Journey' for learners in the Upper School.

My Routines:

- We aim to allow learners to take ownership of their personal care needs by collecting items they need and taking them to the toilet and to participate in the more intimate side of personal care (including on the middle school sleep over and upper school 'school journey').
- We aim to ensure all learners have their dignity protected when taking ownership of their personal care.
- We aim to allow learners to be independent in organising their own belongings e.g. hanging their coat up, collecting pens and equipment needed for lessons and tidying away at the end of a lesson.
- We aim to allow learners to participate in the snack and lunch time routines, e.g. setting the table, clearing things away and cleaning the table after (including on the middle school sleep over and upper school 'school journey').

Curriculum Design;

Our Formal Physical and sensory curriculum aims for there to be a balance of individual, team, co-operative and competitive activities that cater for individual learner's needs and abilities. For learners at EYFS and in Year 1, the Formal Pathway curriculum for Physical and Sensory Well-being is informed by the content of the Early Years Foundation Stage for learners aged 40 – 60+ months. For learners from Year 2 onwards, it is informed by the National Curriculum. Other curriculum documents that inform practice include the Physical toolkit, B-squared, Bridging the gap, Milestones, and accreditation syllabuses. (AQA unit awards, WJEC Entry pathways 1- 3, ASDAN Personal Development Programme: Bronze, Silver, Gold and Arts Mark Bronze award.)

Our Physical Education curriculum is designed around six key areas, as outlined in the National Curriculum. These are **Movement, Application, Working with others, Coaching, Preparation for life and participation** and **Health and Fitness**.

It may be taught through:

- **Subject specific lessons**
- **Activities within themed topics** delivered through termly cross curricular topics organised in cycles by the Lower, Middle and Upper Schools, providing opportunities for learners to link experiences to make connections.
- **Individual personalised interventions** e.g. Fine motor activities to develop skills for dressing, individual swimming programmes incorporating exercises set by the physiotherapist

Our Formal sensory curriculum is generally delivered through:

- **Activities within themed topics** delivered through termly cross curricular topics organised in cycles by the Lower, Middle and Upper Schools, providing opportunities for learners to link experiences to make connections.
- **Individual personalised interventions e.g.** individual sensory integration session, individual sensory circuit.

Implementation - How is our curriculum being delivered?

Curriculum Coverage

Learners from Middle School onwards may be supported with physical through;

Movement (Performance)

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Milestone 1	I can run/ wheel in and out of space with control and coordination	<ul style="list-style-type: none"> In warm up activities, create opportunities to move to music moving around the hall navigating space and stopping and starting with control Create opportunities to navigate obstacles e.g. cones & discs 	<ul style="list-style-type: none"> Provide opportunities to use warm up activities linked to music Practice modified Panathlon slalom activities
	I can jump/ move my upper body in my chair in an upward action/ gesture with my	<ul style="list-style-type: none"> In warm ups move in different directions to include jumping, stretching upwards, or looking upwards In swimming use warms up to jump in different ways e.g. star , pencil 	<ul style="list-style-type: none"> Warm ups to include jumping beans e.g. runner bean, Swimming
	I can throw a ball/object or direct my ramp towards a target with control and coordination	<ul style="list-style-type: none"> Use target games to propel a ball at a target, floor mat, cones, beach balls In the swimming pool provide opportunities to propel a ball at a target / area/ partner 	<ul style="list-style-type: none"> Target games Modified boccia games Swimming

	I can catch a large ball/object when thrown to me by an adult	<ul style="list-style-type: none"> • Play “The hot potato” game with different types of large balls e.g. beach ball, soft balls, swizz balls, in a pair and or circle game • In the swimming pool provide opportunities to catch a variety of pool floats/ toys/ balls 	<ul style="list-style-type: none"> • Throwing and catching games • Swimming
	I can perform simple movement patterns linked to music	<ul style="list-style-type: none"> • In dance activities play follow my leader, copy movements e.g. Up & Down, In & out • In swimming make shapes on top of and under the water e.g. mushroom float, star float 	<ul style="list-style-type: none"> • Movement to music and dance activities • “Just Dance “activities <p>Action songs e.g. “Follow my leader” – Wiggles</p> <ul style="list-style-type: none"> • Swimming
Milestone 2	I can explore and vary different ways of running / wheeling my chair to suit the activity	<ul style="list-style-type: none"> • In warm activities linked to music create opportunities to move in different directions and different speeds. • In movement to music / dance activities create opportunities for self-expression linked to feelings e.g. Angry /stomping & fast, happy/ turning, sad/slow • Create opportunities to navigate obstacles e.g. cones & discs 	<ul style="list-style-type: none"> • Provide opportunities to use warm up activities linked to music • Movement to music and dance activities linked to themes • Practice modified Panathlon slalom activities
	I can explore and vary different ways of jumping / in my chair/ gesture with my eyes to suit the activity	<ul style="list-style-type: none"> • In warm ups move in different directions to include jumping, stretching upwards, or looking upwards • In swimming warm ups move in different directions to include jumping, stretching upwards, or looking upwards 	<ul style="list-style-type: none"> • Warm up activities • Simon Says game • Swimming

	I can explore and vary my type of throw/ direction of ramp to suit the activity	<ul style="list-style-type: none"> Use target games to propel a ball at a target, floor mat, cones, beach balls. Move the target to explore how to create pace of release of ball or trajectory of ramp. 	<ul style="list-style-type: none"> Target games Modified boccia games
	I can explore and vary catching different size balls or objects	<ul style="list-style-type: none"> Play “The hot potato game “with different size and types of large balls e.g. beach ball, soft balls, tennis ball, koosh ball in a pair and or circle game 	<ul style="list-style-type: none"> Throwing and catching games
	I can copy and repeat simple movement patterns with basic control and coordination linked to music	<ul style="list-style-type: none"> In movement to music/dance create opportunities to copy picture shapes from a range of stimuli and link to a movement pathway e.g. forwards / backwards. Provide opportunities to share work with a partner and copy work In swimming copy and repeat shapes e.g. mushroom float , star float 	<ul style="list-style-type: none"> Movement to music and dance activities “Just Dance “activities Work in pairs to copy work. Provide a range of stimuli linked to curriculum themes e.g. pictures, symbols, videos to help facilitate learners’ ideas Swimming
Milestone 3	I can select and use different speeds and directions when running/ wheeling appropriately and apply them to the correct situation with coordination and control	<ul style="list-style-type: none"> In warm activities linked to music create opportunities to move in different directions and different speeds. Play directional games – which directions to in move and at what speed e.g. South, North, West, East Play Steal the gold games to navigate space and others at speed Create opportunities to navigate obstacles e.g. cones & discs Participate in timed slalom races Participate in races over a short distance 	<ul style="list-style-type: none"> Provide opportunities to use warm up activities linked to music Movement to music and dance activities linked to themes Timed slalom activities. Running / wheelchair races

	<p>I can select and use different types of throws (including ball – when released from a ramp) appropriately and apply them to the correct situation with coordination and control</p>	<ul style="list-style-type: none"> • Play modified boccia games e.g. Jack Ball challenge. Change the location of the ball on the court. Look at pace of ball to short and long Jack balls. Look at placement and angle of ramp. • Play target games to knock objects over (heavy and light) (high and low) e.g. coconut shy, skittles for correct style of throw – overarm/underarm • Play personal best games to develop control • Provide opportunities for athletics (and modified) activities – club throw, shot putt & foam javelin 	<ul style="list-style-type: none"> • Target games • Modified boccia games • Personal best games • Athletic activities
	<p>I can select different types of jumps appropriately and apply them to the correct situation with coordination and control</p>	<ul style="list-style-type: none"> • Play jumping beans in warm ups e.g. Straight bean, star jump, two feet to two feet • Create opportunities to take part in athletics activities e.g. Long jump 	<ul style="list-style-type: none"> • Warm up activities • Athletics activities
	<p>I can perform a dance phrase using a range of movement patterns</p>	<ul style="list-style-type: none"> • Create opportunities in dance to link a series of movements – either copied from a stimuli or own ideas. • Use stimuli to build a dance phrase to include different levels and pathways 	<ul style="list-style-type: none"> • Provide a range of stimuli linked to curriculum themes e.g. pictures, symbols, videos to help facilitate learners’ ideas • Just dance • Provide visual prompts to remember movement patterns
	<p>I can begin to problem solve situations in an OAA challenge on my own</p>	<ul style="list-style-type: none"> • Create orienteering cards to find clues inside and outside of the classroom e.g. matching pictures, locations around the school 	<ul style="list-style-type: none"> • Provide a range of orienteering courses inside and outside of the classroom.

		<ul style="list-style-type: none"> • Ask learners to direct verbally or through gesture direction of travel to find clues 	
Milestone 4	I can link running/ wheeling skills, techniques and ideas and apply them accurately and appropriately to different activities	<ul style="list-style-type: none"> • Play directional games – which directions to in move and at what speed e.g. South, North, West, East • Play sharks and minnows for change of direction and speed to get away from the shark • Create opportunities to navigate obstacles e.g. cones & discs • Participate in timed slalom races • Participate in races over a short distance 	<ul style="list-style-type: none"> • Change of direction games • Timed slalom activities. • Running / wheelchair races • Inter School Athletics events e.g. District sports
	I can link throwing (sending) skills, techniques and ideas and apply them accurately and appropriately to different activities	<ul style="list-style-type: none"> • Play boccia games where teams have to attack and defend their area e.g. defend an object so the other team can't knock it over • Play boccia games to the correct rules • Play target games to knock objects over (heavy and light) (high and low) e.g. coconut shy, skittles for correct style of throw – overarm/underarm • Play team invasion games like adapted basketball to score baskets • Play adapted cricket games e.g. French cricket to provide opportunities to throw to get opponents out and bowl • Play personal best games to develop control 	<ul style="list-style-type: none"> • Target games • Modified boccia games • Boccia games • Adapted invasion game • Adapted cricket games • Personal best games • Inter school Panathlon events – boccia • Inter School Athletics events e.g. District sports

		<ul style="list-style-type: none"> • Provide opportunities for athletics (and modified) activities – club throw, shot putt & foam javelin 	
	I can link catching (receiving) skills, techniques and ideas and apply them accurately and appropriately to different activities	<ul style="list-style-type: none"> • Play adapted cricket games e.g. French cricket to provide opportunities to catch opposing team members out • Play team invasion games like adapted basketball to score baskets • Play personal best games e.g. throwing against a wall , with a partner 	<ul style="list-style-type: none"> • Adapted invasion game • Adapted cricket games • Personal best games
	I can link jumping skills, techniques and ideas and apply them accurately and appropriately to different activities	<ul style="list-style-type: none"> • Provide opportunities to jump from a height onto floor e.g. two-foot landing • Create opportunities to take part in athletics activities e.g. Long jump 	<ul style="list-style-type: none"> • Warm up activities • Jumping off soft play equipment safely • Athletics activities – district sports
	I can perform a dance sequence showing control and fluency	<ul style="list-style-type: none"> • Create opportunities in dance to link a series of movements to create a sequence either copied from a stimuli or own ideas – without staff prompting to remember sequence • Use stimuli to build a dance phrase to include different levels and pathways • Provide opportunities to record and watch work and see if there is control and fluency 	<ul style="list-style-type: none"> • Provide a range of stimuli linked to curriculum themes e.g. pictures, symbols, videos to help facilitate learners’ ideas • Just dance • Record and watch work
	I can begin to problem solve situations in an OAA challenge in a team	<ul style="list-style-type: none"> • Create orienteering cards to facilitate working in a team to collect clues to solve challenge e.g. letters, numbers , pictures 	<ul style="list-style-type: none"> • Provide a range of orienteering courses outside of the classroom.

Application (Using skills and techniques)

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Milestone 1	I can start to link skills and actions that suit the activity	<ul style="list-style-type: none"> • Provide opportunities to use movement to movement to move in different ways – linked to the music – slow, fast • Link directing an object at any target 	<ul style="list-style-type: none"> • Warm up activities movement to music • Throwing/ sending activities
Milestone 2	I can explore different types of movement with basic control and coordination	<ul style="list-style-type: none"> • Create opportunities to move in different directions & speed in warm ups or games • In swimming link parts of stroke techniques e.g. push & glide phase of front crawl 	<ul style="list-style-type: none"> • Movement to music • Warm up activities • Chase games • Swimming
	I can begin to show some understanding of simple tactics in adapted team games	<ul style="list-style-type: none"> • Create opportunities to play games where there is an obvious winner e.g. boccia Jack Ball Challenge • Play games where an object has to get into a target zone area to win • Create opportunities to in boccia, polybat where you have to beat your opponent by getting the ball closest to the jack or getting your ball past your opponent 	<ul style="list-style-type: none"> • Boccia and polybat games • Target games
	I can begin to show some understanding of basic compositional ideas in dance activities	<ul style="list-style-type: none"> • Plan dance activities that provide a start, middle & end stimulus to create a small dance 	<ul style="list-style-type: none"> • Movement to music activities. • Different types of stimuli e.g. pictures, shapes, symbols

		<ul style="list-style-type: none"> Plan dance activities that facilitate different types of pathways e.g. forwards, backwards, around etc. 	<ul style="list-style-type: none"> Lay down strips for pathways, dice with different pathways on
Milestone 3	I can show that I understand how to attack in a modified team game, by starting to vary how I respond.	<ul style="list-style-type: none"> Plan boccia type games to try to surround the jack ball in team colours. Plan table cricket, polybat activities to aim for the highest score during innings and get ball past opponent 	<ul style="list-style-type: none"> Boccia Polybat Table cricket Intra class team events Inter Panathlon school events
	I can show that I understand how to defend in a modified team game, by starting to vary how I respond	<ul style="list-style-type: none"> Plan boccia type games to show how to surround the jack ball in team colours. Plan, polybat activities to use bat both sides of area and pace of return of ball. Plan table cricket activities to move the fielders when defending a score 	<ul style="list-style-type: none"> Boccia Polybat Table cricket Intra class team events Inter Panathlon school events
Milestone 4	I can show that I can apply how to attack in a modified team game I can show that I apply how to defend in a modified team game.	<ul style="list-style-type: none"> Play boccia games to show different ways of attacking – getting close to the jack ball, knock on and knock off Play boccia games to show different ways of defending – getting close to the jack ball, creating a wall for opponents to get around. Play boccia games to show how to place the jack ball to attack when Red and when blue. Play boccia games to show how to place the jack ball to defend when Red and when blue. 	<ul style="list-style-type: none"> Boccia Intra class team events Inter Panathlon school events

Working with others (Cooperation and Competition)

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Milestone 1	I can work with others in a small group/ team activity	<ul style="list-style-type: none"> • Play small games in warm ups like Steal the Gold. • Play target games as a group to get highest score e.g. Beach Ball blast 	<ul style="list-style-type: none"> • Team games • Warm up activities • Inter/ Intra competitions
	I can encourage others in my group/ team	<ul style="list-style-type: none"> • Play small games in warm ups like Steal the Gold. • Play target games as a group to get highest score e.g. Beach Ball blast • Take part in Panathlon activities boccia, table cricket, polybat 	<ul style="list-style-type: none"> • Team games • Warm up activities • Inter/ Intra competitions
Milestone 2	I can persevere with myself to try to improve on my last attempt in an activity	<ul style="list-style-type: none"> • Plan personal best activities e.g. Super 6 Personal I Best • In swimming try to increase number of widths swam in a time frame 	<ul style="list-style-type: none"> • Inter/ Intra competitions • Swimming
	I can play to the rules of the activity	<ul style="list-style-type: none"> • Play target games with simple rules e.g. Adapted Ten pin bowling • Play adapted cricket and boccia games e.g. French cricket, Jack ball challenge 	<ul style="list-style-type: none"> • Target games • Adapted cricket and boccia games • Inter/ Intra competitions
	I can play fairly in a group/ team activity	<ul style="list-style-type: none"> • Play target games with simple rules e.g. Adapted Ten pin bowling 	<ul style="list-style-type: none"> • Target games • Adapted cricket and boccia games • Inter/ Intra competitions

		<ul style="list-style-type: none"> • Play adapted cricket and boccia games e.g. French cricket, Jack ball challenge 	
Milestone 3	I can encourage my team mates to persevere to try to improve their last attempt in an activity	<ul style="list-style-type: none"> • Play adapted cricket and boccia games e.g. French cricket, Jack ball challenge • Plan carousel of panathlon activities e.g. Bean bag target, Boccia, Polybat, table cricket • Provide opportunities to be captain of the team 	<ul style="list-style-type: none"> • Adapted cricket and boccia games • Panathlon activities • Inter/ Intra competitions
	I can respect the other groups/ teams performance	<ul style="list-style-type: none"> • Plan activities where there are clear winners. • Plan activities to share with groups what the winning team did well. • Ask losing teams why they think the winning team won – what did they do well 	<ul style="list-style-type: none"> • Adapted cricket and boccia games • Panathlon activities • Inter/ Intra competitions
	I can accept losing to another team/ opponent	<ul style="list-style-type: none"> • Plan activities where there are clear winners. • Plan activities to share with groups what the winning team did well. • Ask losing teams why they think the winning team won – what did they do well • Plan activities to explain WWW and EBI 	<ul style="list-style-type: none"> • Adapted cricket and boccia games • Panathlon activities • Inter/ Intra competitions

Milestone 4	I can suggest ideas to my team mates how to improve performance	<ul style="list-style-type: none"> Plan activities to explain WWW and EBI and ask learners to share with each other 	<ul style="list-style-type: none"> Adapted cricket and boccia games Panathlon activities Inter/ Intra competitions
	I can take ideas from the other teams'/ opponents' performance and try to use them to improve my performance	<ul style="list-style-type: none"> Plan activities to explain WWW and EBI and ask learners to share with each other Plan activities to record and review each other's performance – what was good and why? <ul style="list-style-type: none"> What will I use and why? 	<ul style="list-style-type: none"> Adapted cricket and boccia games Panathlon activities Dance activities/ performances Inter/ Intra competitions
	I can begin to show that I can lead others in my team by taking a small warm up	<ul style="list-style-type: none"> Plan activities for learners to create and lead warm ups for others to copy In swimming provide opportunities to lead warm ups or small section of lesson 	<ul style="list-style-type: none"> Warm up activities Swimming
	I can begin to show some understanding of how to officiate a modified team game	<ul style="list-style-type: none"> Plan activities to officiate small games e/g boccia , polybat and table cricket 	<ul style="list-style-type: none"> Panathlon activities Inter/ Intra competitions

Coaching (Analyse and Evaluate)

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Milestone 1	I can describe and comment on own actions	<ul style="list-style-type: none"> • Provide opportunities to allow learners to explain what they did and why • Provide opportunities for learners to watch their work through filming and reviewing • In swimming provide opportunities to observe photos / videos 	<ul style="list-style-type: none"> • Dance activities • Athletics activities • Panathlon activities • Swimming
	I can describe and comment on others actions	<ul style="list-style-type: none"> • Provide opportunities to allow learners to observe others work and say what they like and why. • Provide opportunities for learners to watch other learners work through filming and reviewing • In swimming provide opportunities to observe photos / videos/ pool staff 	<ul style="list-style-type: none"> • Dance activities • Athletics activities • Panathlon activities • Swimming
Milestone 2	I can compare my own and others' performances	<ul style="list-style-type: none"> • Provide opportunities to allow learners to observe others work and say what was similar with their work. • Provide opportunities for learners to watch theirs and 	<ul style="list-style-type: none"> • Dance activities • Athletics activities • Panathlon activities • Swimming

		<p>other learners work through filming and reviewing</p> <ul style="list-style-type: none"> • In swimming provide opportunities to observe photos / videos/ pool staff 	
	I can see differences between my own and others' performances and I can suggest improvements	<ul style="list-style-type: none"> • Provide opportunities to allow learners to observe others work and say what was different with their work. • Allow opportunities to way WWW and EBI about their work • Provide opportunities for learners to watch theirs and other learners work through filming and reviewing • In swimming provide opportunities to observe photos / videos/ pool staff 	<ul style="list-style-type: none"> • Dance activities • Athletics activities • Panathlon activities • Swimming
Milestone 3	I can compare my performance with previous ones and use this information to improve my performance	<ul style="list-style-type: none"> • Plan personal best activities e.g. Super 6 Challenge 	<ul style="list-style-type: none"> • Personal best challenges • Panathlon activities
	I can see how my work is similar and different from others and can use this information to help my performance	<ul style="list-style-type: none"> • Provide opportunities to allow learners to observe others work and say what was similar with their work. • Allow opportunities to way WWW and EBI about their work • Provide opportunities for learners to watch theirs and other learners work through filming and reviewing 	<ul style="list-style-type: none"> • Dance activities • Athletics activities • Panathlon activities • Personal best challenges • Swimming

		<ul style="list-style-type: none"> • In swimming provide opportunities to observe photos / videos/ pool staff 	
Milestone 4	I can compare skills, techniques and ideas used by others and use this information to begin to show some understanding of creating practices to help improve performance	<ul style="list-style-type: none"> • Provide opportunities to allow learners to observe others work and say what was similar and different with their work. • Allow opportunities to way WWW and EBI about their work • Provide opportunities for learners to watch theirs and other learners work through filming and reviewing • In swimming provide opportunities to observe photos / videos/ pool staff 	<ul style="list-style-type: none"> • Dance activities • Athletics activities • Panathlon activities • Personal best challenges • Swimming

Preparation for life and participation

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Milestone 1	I can choose my favourite PE activity	<ul style="list-style-type: none"> Plan opportunities for learners to share what their favourite PE activities are e.g. Class Tally chart 	<ul style="list-style-type: none"> PE lessons PSCHE lessons Swimming
Milestone 2	I can choose my favourite PE activity and explain why I like it to others	<ul style="list-style-type: none"> Plan opportunities for learners to share what their favourite PE activities and why are e.g. Class Tally chart 	<ul style="list-style-type: none"> PE lessons PSCHE lessons Swimming
Milestone 3	I can select a PE club that I would like to attend at school and give reasons why I would like to join	<ul style="list-style-type: none"> Plan opportunities for learners to share what PE club they would like to join and why are e.g. Class Tally chart 	<ul style="list-style-type: none"> PE lessons PSCHE lessons Swimming
Milestone 4	I can select a sport that I would consider following outside of school and explain reasons why to others	<ul style="list-style-type: none"> Plan opportunities for learners to find out what inclusive PE clubs there are in the area and why they would like to join 	<ul style="list-style-type: none"> PE lessons PSCHE lessons Swimming

Health and Fitness

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Milestone 1	I can talk about how my body feels during exercise	<ul style="list-style-type: none"> Plan warm up activities moving at different speeds Plan athletics activities e.g. timed slalom, races Plan Just Dance/ Aerobics activities 	<ul style="list-style-type: none"> Warm up activities Athletics Just dance/ aerobics Swimming
Milestone 2	I can describe how my body feels during different activities	<ul style="list-style-type: none"> Plan warm up activities moving at different speeds Plan athletics activities e.g. timed slalom, races Plan yoga/ mindfulness activities Plan Just Dance/ Aerobics activities 	<ul style="list-style-type: none"> Warm up activities Athletics Just dance/ aerobics Dance Yoga Mindfulness Swimming
Milestone 3	I can give reasons why warming up before an activity is important	<ul style="list-style-type: none"> Plan warm up activities Play games with cards that give reasons for warming up. See if learners can identify them. Have some bogus reasons for warming up included. 	<ul style="list-style-type: none"> Warm up activities Team games Orienteering clues Swimming
	I can give reasons why physical activity is good for my health	<ul style="list-style-type: none"> Plan warm up activities Play games with cards that give reasons why physical activity is good for health. See if learners can identify them. Have some bogus reasons included 	<ul style="list-style-type: none"> Warm up activities Team games Orienteering clues Science lessons PSCHE lessons Swimming

Milestone 4	I can describe what effects exercise has on my body	<ul style="list-style-type: none"> Plan activities that provide a change in heart rate e.g. athletic activities, Just Dance, aerobics In teams play effects of exercise boccia – land the ball on the effect of exercise to score points for the team 	<ul style="list-style-type: none"> Warm up activities Athletics Just dance/ aerobics Boccia Science lessons PSCHE lessons Swimming
	I can explain how exercise is valuable to my fitness and health	<ul style="list-style-type: none"> Plan activities that provide a change in heart rate e.g. athletic activities, Just Dance, aerobics Play target games activities to propel ball/ beanbag into different trays, hoops, containers labelled with different reasons why exercise is valuable to fitness and health 	<ul style="list-style-type: none"> Warm up activities Athletics Just dance/ aerobics Boccia Science lessons PSCHE lessons Swimming

Impact - What difference is our curriculum making?

Individual outcomes for learners in this curriculum area are set for each key stage through the learner’s Education, Health and Care Plan under Physical and Sensory Wellbeing. Annual targets are set and broken into smaller steps on Timelines. Progress is recorded regularly using the Timelines. These are discussed and moderated on a termly basis at Progress meetings, Liaison meetings and reported on annually through the EHCP Annual Review.

Progress in the Physical and Sensory Wellbeing Formal Curriculum is currently assessed for EYFS learners using the Early Years Foundation Stage assessment framework. Progress for MLD learners from Middle School onwards is currently assessed using Milestones. From year 10 onwards MLD learners will have the opportunity to achieve accreditations from a range of AQA unit awards, WJEC Entry pathways 1- 3, ASDAN Personal Development Programme: Bronze, Silver, Gold and Arts Mark Bronze award.

